

THE SHAKERITE

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Assistant
Principal

SASHA RAE GRANT@THE SHAKERITE

When You Aren't Allowed to Come to School

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Internet Safety Talk Enforced This Year for Freshmen

With Wi-Fi service comes a government mandate for instruction about how to avoid web trouble

CARTER PARRY STAFF REPORTER

Freshmen are required by law to hear an Internet safety talk given by librarians during library orientation this year because of the district's installation of Wi-Fi service.

The talk covers basic web safety, such as the danger of posting private and secure information on certain sites, and dips into topics such as colleges viewing your personal social networking pages. High school librarian Patricia Lawrence said she was surprised that many students seemed shocked that they should not post their Social Security numbers, bank account numbers or even open hazardous looking e-mails.

As Shaker becomes more technology reliant, it has to take more precautions such as the safety talk.

Principal Michael Griffith took another precaution and just sent four teachers to a meeting that will cover popular social media devices and the growing incidence of cyber bullying among teenagers.

The Internet safety talk was familiar to freshman Lauren Waller, who was at the middle school last year. "I've heard the talk many times," she said. Waller thinks the safety talk should only be given to students new to the Shaker schools.

Federal law requires that all high schools have an Internet safety program if they have

a Bring Your Own Device program. The law mandates both the safety talk and usage monitoring.

The Federal Communications Commission website states "The Children's Internet Protection Act (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet."

Griffith said he believes the safety message is needed at the high school. "As adults we aren't as tech-savvy as students are. It's been easy to say, 'Put it away' and bury our heads in the sand," he said. "The talk was not only for students but also for administration."

"In order to understand how to deal with the new tech students are bringing in, we need to understand how to use them ourselves," said Griffith.

Asked about the legality of the safety talk, Griffith said, "I don't view the new safety talk as required by

law but just simply needed". Griffith said that the law is not new, but is now being enforced at the high school because of the new Wi-Fi service. If the talks were not given, students would not legally be able to use their own devices in school. Griffith said the requirement makes financial sense. "Why pay for all those maintenance and upkeep fees if you can't even use your device with it?"

Griffith said he has not seen many personal devices around the school yet, but he hopes to see the use of personal devices for educational purposes.



Michael Griffith



CARTER PARRY//THE SHAKERITE

Librarian Patricia Lawrence gave the Internet safety talk to freshmen this year. The federal Children's Internet Protection Act requires that students are informed about dangerous Internet practices that threaten their privacy or harm other students.

"As adults we aren't as tech-savvy as students are. It's been easy to say, 'Put it away' and bury our heads in the sand. The talk was not only for students but also for administration."

MICHAEL GRIFFITH

Lack of Time and Seating Pose Problems for Students



EVAN DUBAIL//THE SHAKERITE

Students stand in the lunch line extending across the cafeteria sixth period Sept. 27. A student pays with cash in the lunch line. A sign hangs on each of the doors to the lunch line requesting students to pay with their IDs to keep up the lunch line's speed.

752 students struggle to eat during sixth-period

NOA SHAPIRO-FRANKLIN STAFF REPORTER

Despite government recommendations, students in the busy lunch periods do not have sufficient time to eat their lunch.

Freshman Megan Hofstetter said, "Sometimes there isn't enough food." Hofstetter said that she often waits 15 minutes in line to get her lunch.

Sophomore Jeremy Cronig said he tries to be one of the first people in line so he can get his food early and still have time to eat. Some students choose not to buy lunch because they are not able to get into the cafeteria early enough to avoid the lines.

Shaker lunch periods are 30 minutes long. If a student waits in line for 15 minutes, he or she only has 15 minutes to eat. This does not meet government recommendations of at least 20 minutes for lunch.

Shaker is attempting to fix the problem of long lines. Signs are up and announcements have been made telling students to pay using an ID to speed up check out.

Students who eat lunch during eighth period, which comprises 605 students, have

trouble finding seats. Freshman Christy O'Connell, who has 752-student sixth-period lunch, said that chairs constantly have to be pulled up so that everyone has a seat.

While both sixth and eighth lunch are packed, only 294 students eat during 4th period.

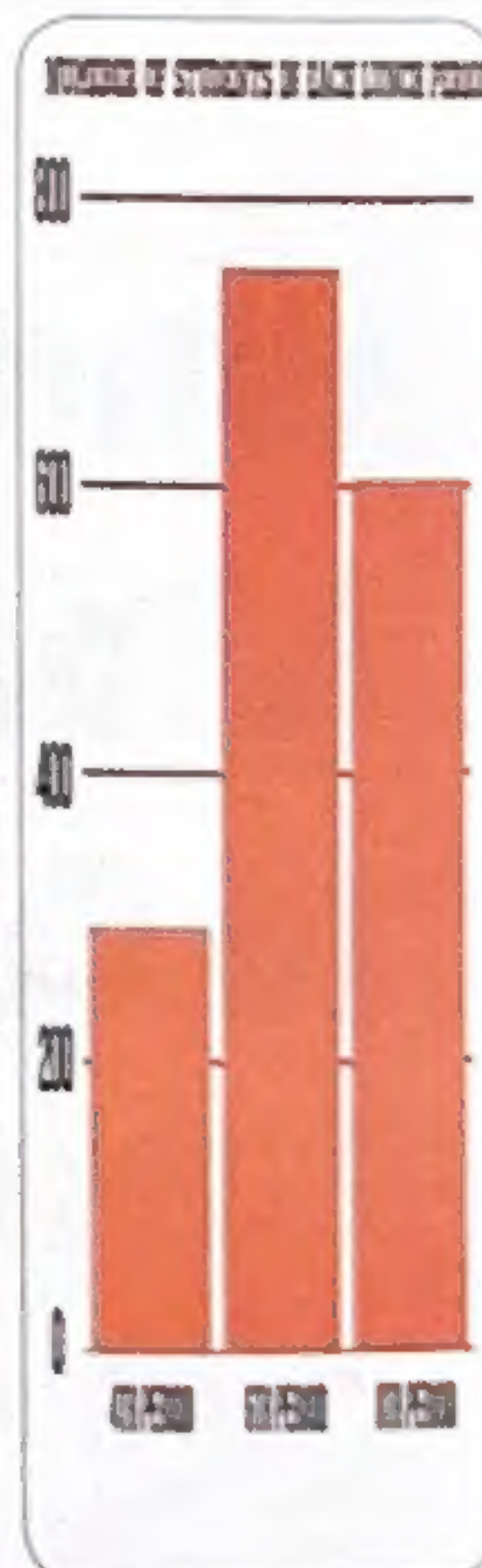
Seniors have the option of eating in the senior lounge, where they can avoid the congested feeling of the lunchroom. Although this may seem to be a smart decision, it appears that during some periods the lounge feels more crowded than the main cafeteria.

Senior Erin Cullen said, "I tend to eat fourth because the lounge is so crowded sixth."

Kate Friedman, a senior who has free periods during fourth and 7/8 periods, said that she would rather go to the library during 7/8 period lunch because the lounge is so crowded.

Senior Rachel Triozzi, who has free periods during all lunch slots, said that the lounge is most crowded sixth period with eighth period close behind.

Triozzi added that not only is it hard to find a seat, but it's often hard to feel like you have space to eat.



Students Leave IB For a Range of Reasons

IB Coordinator Tim Mitchell not worried after 32 percent of IB Diploma Program candidates drop

LEO IZEN STAFF REPORTER

Of the 22 juniors in the IB program last year, 15 remain enrolled as seniors.

IB Coordinator and social studies teacher Tim Mitchell said the program expects numbers to change like this, and that the changes are not a problem. He said in other IB schools across the country, just as many, if not more students drop out of IB before finishing the program.

Columbus Alternative High School AP/IB Coordinator James Velo stated in an email that four of 14 IB students at his school left the program between fall 2011 and fall 2012. This equates to a 29 percent IB dropout rate, 3 percent less than the dropout rate in Shaker. Akron Firestone High School IB Coordinator Judith Harrison stated in an email that only one student of 18 left IB at Firestone over the summer. Firestone had a 6 percent dropout rate but Firestone also has a well-established IB diploma program. Shaker and Columbus Alternative have newer programs. Shaker is in its third year of the Diploma Program and Columbus Alternative is in its ninth year.

Shaker promotes IB heavily, partially because it is internationally recognized and, according to Mitchell, partially because it is new. Mitchell said many students tried the program because the district promoted IB.

For some students, he said it "was not what they imagined," and they "decided the program was not for them."

A large workload undeniably accompanies IB, but Mitchell said the workload is only one reason that students drop out.

Senior Andrew Taylor-Shaut, who left the program after his junior year, said he left for many reasons. "I dropped out of the program from the workload," he said.

"Also, I wanted to have freedom with the classes I wanted to take, because I was interested in a couple classes that IB did not offer, like psychology and photography," he said.

Mitchell said, "Many students are still taking IB courses; they just aren't doing the CAS [Creativity, Action, Service] or the extended essay."

Senior Brandon Norman left the program for a different reason. "For me, I had one class that wasn't working out," he said. "But that's the thing about IB -- it's all-around. Unfortunately, I had to drop [Theory of Knowledge] in order to switch my class. And you need TOK for IB." Norman said he still takes three IB classes.

Mitchell said some students drop the program because they experience trouble balancing IB with family commitments and extracurricular activities. Mitchell said, "IB discourages specialism. It's hard to be an artist or a musician and also complete all the Diploma Program requirements."



ANDREW BOYLE/THE SHAKERITE

Students work in IB Portfolio, a seven-student art class. A number of IB students dropped the program due to issues with the workload and with class selection. Only 15 students of the formerly 22-student IB class of 2013 kept with the program.

Third Class is the Charm; IB Adds to Curriculum

New classes and IB Medallion will help extend program to students not pursuing IB diplomas

SHANE MCKEON INVESTIGATIONS EDITOR

The high school IB program will introduce new options this year, including new classes and the IB Medallion.

The IB Medallion originated at Minneapolis Southwest High School, ranked in the top 100 IB schools worldwide. Seventy-three percent of its student body takes at least one IB course, and Newsweek recognized the school as the best high school in Minnesota.

"Their understanding was that some students couldn't finish the full Diploma Program, but they wanted [the students] to finish IB in some form," IB Diploma Coordinator Tim Mitchell said. According to Mitchell, Minneapolis Southwest High School created the IB Medallion to solve this problem, and "somewhere between 60 and 70 of their students are doing [the IB Medallion]."

Shaker's third IB class starts this year with 42 students planning to complete the full Diploma Program. The high school's first IB class graduated last June. Eighteen of the 43 who enrolled as juniors earned the IB diploma.

Along with this year's 42 juniors, 10 students plan to complete the IB Medallion, a school-sponsored option IB's headquarters does not recognize.

The IB Medallion is an abbreviated version of the IB diploma program, requiring students to take three IB classes and complete the corresponding IB exams.

IB Medallion students also must complete the program's community service element, known as Community Action Service, or CAS, which requires students to log 150 community service hours over their junior and senior years.

Along with allowing students to try a reduced version, the IB Medallion also provides a fall-back option for students deciding not to continue the diploma program.

In addition to the IB Medallion, Shaker has added new IB classes, leading to an increase in IB enrollment.

"I think Economics going to be a great class," junior IB diploma candidate Patrick Pastore said. "It hasn't been available in previous years, and that was kind of a detrimental factor in the IB curriculum, but now it's really opened the curriculum up for a lot more stu-



ANDREW BOYLE/THE SHAKERITE

To accommodate the 42 juniors enrolled in the two IB options, the district created a second CAS coordinator position exclusively for juniors. Guidance counselor and former middle school science teacher Shauna Bonner will act as the junior CAS coordinator, in addition to CAS Coordinator and guidance counselor Rene Manuel.

dents."

In addition to IB Economics, students also can take IB Environmental Systems and Societies, an environmental science course with an emphasis on environmental legislation. Ninety-eight students are currently enrolled in this new class.



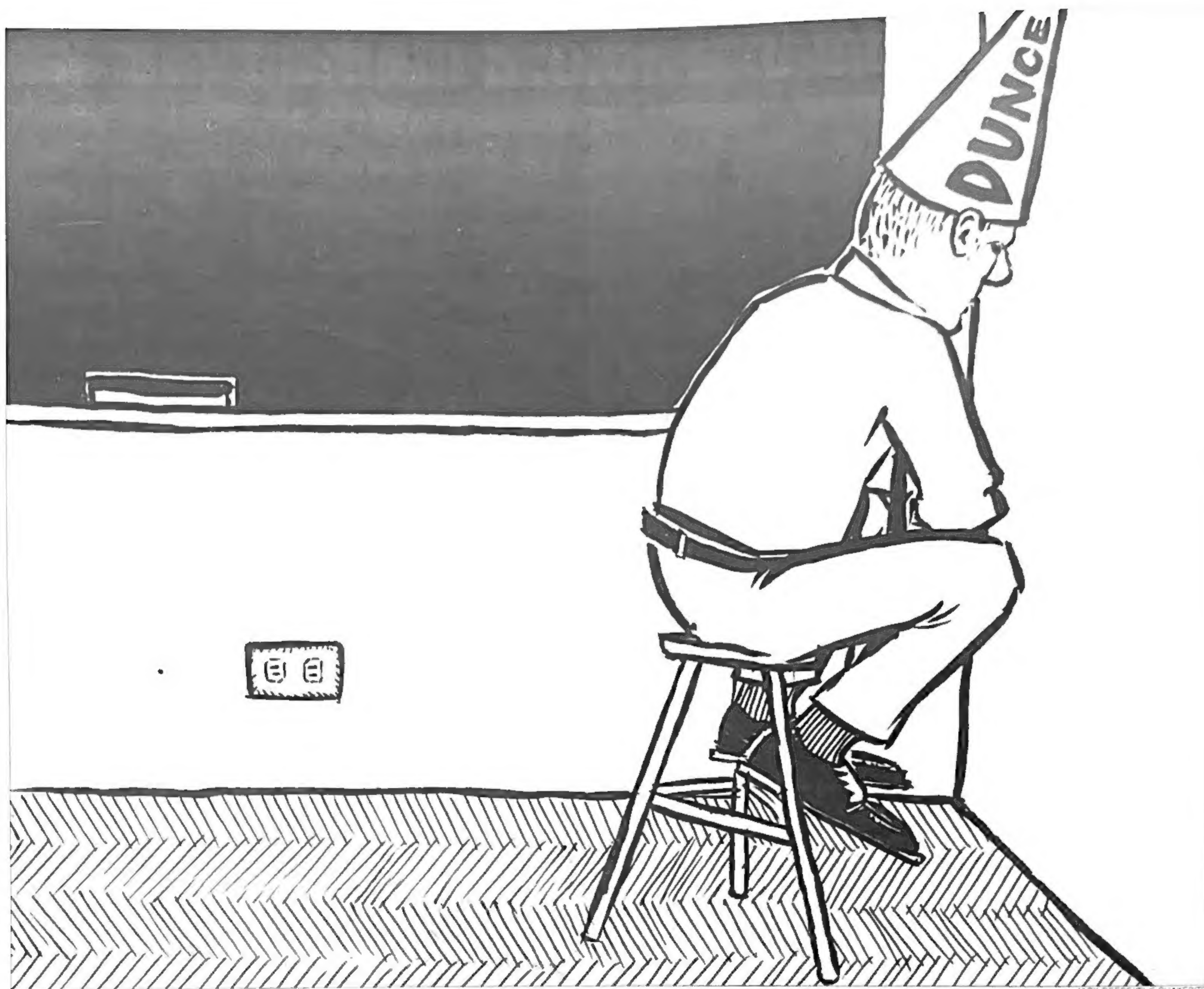
Tim Mitchell

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JACK REESE/THE SHAKERITE

Grading Teachers by Student Scores is Stressful, Unfair

The fate of your teachers will soon be in your hands.

In response to a federal mandate tied to acceptance of Race to the Top funds, the state of Ohio has mandated that beginning next year, half of teachers' performance reviews be based on students' scores on state tests that have yet to be determined. This resembles the policy that caused Chicago teachers to strike earlier this month.

English teacher Jewel Reid said she believes teachers should be able to focus on teaching skills that are more applicable to life. She said, "Teachers should teach a wider range" than is covered in a state test.

The policy supposedly encourages teachers and students to work together to improve test scores. IB

Coordinator Tim Mitchell believes the policy pushes teachers to help students improve their test scores, but that not every student cares enough to take the time required to improve them. These students can make or break a test-based performance review. "Incrementally, teachers can offer encouragement and support, but it doesn't completely affect test scores," Mitchell said.

Requiring teacher evaluation through student test performance suggests that all sections of a particular class must be standardized. But standardizing courses is detrimental to students because it takes away the individualized learning experience and forces teachers to focus on teaching to a test.

This approach takes away the incentive to moderate class discussions and promotes use of review packets and memorization of facts. Students look forward to days when they aren't subject to lectures

period after period. A Socratic seminar, student presentation or video offers valuable variety throughout the day.

Without the monotony of test prep every day, students could focus more clearly and learn more. Diverse class activities would improve grades and test scores more than a standardized curriculum.

Shaker already spends enough time trying to bring up test scores to meet government standards. This policy change is another attempt to raise scores, but this time it is enforced by the state.

It is not fair for teachers to lose time for their specialized curriculum in favor of test prep. It's also an unnecessary load of pressure on students, knowing that their scores won't just affect their futures, but will also affect their teachers' careers. Reid said, "Test scores are not the teachers' fault; [scores depend on] how much time and effort the student puts in."

**Rite
Idea**

Wild Animals in Ohio? Shaker Can't Bear It

How many squirrels has your dad chased from your bird feeder? And in lots of neighborhoods, watching out for a deer darting across the street is an everyday thing. Sometimes it's hard to keep those bears in your trash can under control.



Hannah Heverling

Wait. Bears? That's right. Bears in the 'burbs of greater Cleveland. Some people have moved to the suburbs looking for greater security, but when a 300-pound black bear rings your doorbell, any sense of being safe and secure goes out

the window. That's just what happened in Ravenna back in July. Dan Lintz told Fox 8 News that when he got home from church, he heard the doorbell ring.

"I heard it ring a couple of times," laughed Lintz.

The Ravenna homeowner said the bear then started eating his flowers. "I told him, 'Stop eating them,' and then he went over to the fountain and took a drink, like he was washing them down."

How creepy! But that bear eventually moved on.

Recently a bear has been making the rounds in Bedford Heights, Solon and Warrensville Heights, too. Hmm . . . if you put a

track on him, it might reveal that he's heading to Shaker.

The most common wildlife living in the Cleveland metro area are raccoons, squirrels, opossums, snakes, rats, bats and deer.

There are typically no bears, but it's reasonable for a bear to find a habitat in this area. There are plenty of trees to climb, things to eat and smells to explore. Bear sightings in the Buckeye state have jumped from about 30 in 1998 to 152 in 2011, though researchers are not certain how many of the bears are permanent residents. State wildlife research biologist Suzy Prange told the Plain Dealer,

"They're just like teenage boys...they're out there on their own for the first time and they're looking for a girlfriend. They get into trouble."

Due to thriving black bear populations in Pennsylvania and West Virginia, it's likely that some of these bears are slowly but surely moving toward Ohio in order to explore new habitats and territories. The Division of Wildlife estimates 50 to 100 black bears live in

Black Bear Facts

Black bears are stocky and short-legged, 150-450 lbs (male) or 45-100 lbs (female) and 5-6 feet long.

Squirrels may not be the only creatures crashing your bird feeder. They attract black bears, too. To reduce the chance you'll find one in your yard, take your bird feeder down from late March through November. In addition, don't put garbage out until the morning it will be collected. Adding a small dose of ammonia to garbage bags can help hide the smell of food. Clean up after cook outs, and of course, never feed a bear.

Ohio. But most of the sightings are concentrated in the eastern half of the state. However, according to Carl Casavecchia, manager of the Metroparks' Garfield Park Nature Center, Clevelanders don't have to worry about black bear encounters any time soon; the bear population is slowly growing -- just bear-ly!

"You never know.

Fifty years from now maybe we'll be talking about the bear problem in the Cleveland Metroparks," he said.

Some might jump to the conclusion that it's time to start hunting the bears, just as communities have hunted their abundant deer populations. But we should embrace the bears coming back to their former habitat and in time, bring back the coyotes, too! The return of these animals is a beautiful thing and is a positive sign for our natural environment here in Cleveland. Bears are amazing creatures and we should give them the respect they deserve. So until the bear numbers get out of hand, let the bears live in harmony with the rest of us.

Letter to the Editor

The Wrong Take on Turkey

To everyone that happened to read the article published about the band trip to Turkey,

First, I would like to point out that Turkey has a secular government. I hope this clears up any preconceived notions you had about Turkey, and if you assumed it is a theocracy run by Islamic extremists, well you are wrong. Second, I would like to point out that Turkey has very good relations with the United States. The United States has definitely said some things that have made Turkey slightly upset, but I think we have done that to literally every country in the world. It's fine if you want to complain about the band trip to Turkey, just please don't publish things that persuade people to think that Turkey is a dangerous place. America is more dangerous. And of course, the regions specified in the article as being "dangerous" are not at all even close to where the band will be throughout the trip. We will be all along the western coast and in Istanbul the entire time. Thank you. Have a nice day.

Ethan Shafron,
sophomore

Letters

Letters to the editor must be signed and may not exceed 300 words. If chosen for publication, letters must be submitted electronically to shakerite.shaker.org, or on our website, shakerite.com. The Shakerite reserves the right to reject or edit any letter.



Whether In School or Out, Suspensions Add Up

Teachers, administrators face decisions about whether students will stay home

ALLIE HARRIS COVER STORY EDITOR

Despite talk among community members that there were record suspensions last year, Assistant Principal Sara Joyce and Ohio Department of Education data confirmed that the high school did not see a significantly higher number of suspensions in 2011-2012. The 280 suspensions were, however, concentrated largely in the first semester.

Joyce said punishments for students are decided based upon the level of disruption and the severity of each incident. Students with repeat offenses are disciplined differently than first-time offenders. Joyce said



Sara Joyce

that if a student "disrupts learning of others, that's when you have higher consequences." In incidents involving physical contact, students are usually sent home for out-of-school suspension. Less serious offenses, such as class and hallway disruption, arguing with staff, tardiness and cutting class result in in-school-suspension. Last year, 351

in-school-suspensions were assigned.

Students in ISS report to Room 250 and are expected to follow normal classroom rules. Teachers send suspended students' class work to the ISS room, and students are to complete their work while they are at school. Students must report to ISS on time; failure to do

so results in another day of ISS. Students are prohibited from using electronics and they may not put their heads on their desks. Only assistant principals can assign students to ISS.

Tardiness and unexcused absences often earn detentions from teachers. However, it is the teacher's discretion whether or not to write a referral for tardy and absent students, thereby creating the possibility of out-of-school suspension. The Shaker Heights High School Handbook states that "A fourth unexcused absence in any one class will result in the teacher collaborating with the assistant principal, counselor, attendance officer, student, and parent to address the issue." Consequences include loss of credit, a failing grade and suspension from school at the discretion of the administration. The Handbook also states that absences must be excused by a parent or guardian within the three school days following the absence. After this three-day period, the absence will be permanently unexcused. Consequences for unexcused absences include detentions and ISS.

When a student misbehaves, his teacher writes a referral and sends him to his assistant principal. The assistant principal then talks to anyone who witnessed the incident. Based on the incident, the assistant principal decides what the consequence will be. If students with different assistant principals are involved, the assistant principals work collaboratively to agree upon a consequence.

In addition to in-school and out-of-school suspensions last year, there were 31 expulsions, one in-school alternative disciplinary action, nine emergency removals and 487 detentions.

Make Up Work Challenges Students, Teachers

KATHLEEN KALAFATIS COVER STORY EDITOR

Suspension is no vacation for students or teachers. Students are responsible for the assignments they miss while suspended.

Extra tasks accumulate for teachers throughout the suspension process, which begins when students misbehave and teachers write disciplinary referrals and submit them to students' Assistant Principals.

In order to decide if a referral is necessary, history teacher Tod Torrence talks with his two other team teachers and the disruptive student to figure out why the student acted out.

When a student is suspended, his or her teacher receives an email requesting homework. Teachers are responsible for assembling the assignment materials and delivering them to a file crate in Room 110. A representative picks up the assignments each morning and takes them to the Shaker Heights Youth Center on Van Aken Boulevard, where suspended students K-12 spend their school days.

"It's a little more work," English teacher Robin Taylor said.

During a suspension, students work on school assignments made in their absence. If the student isn't caught up with all their work upon their return, the teacher must bring the student up to date with the current class



Tod Torrence

activities. Torrence doesn't send quizzes or tests to the Youth Center, so his students always have to make them up upon their return to school.

"You have to give them a chance, but it is their responsibility to follow through," Torrence said.

Teachers interviewed said suspended students don't always return all assignments simultaneously. Students might not do the work properly because without contact with their teacher, they may misinterpret the instructions.

"I send in work; if returned, it gets graded. Students can come to conferences to make up work. They have every opportunity to make up assignments," Taylor said.

Taylor, along with other teachers, structures her classes to minimize disruptions and bad behavior, using techniques such as seating arrangements and activities.

Torrence teaches in a classroom where there are two separate back rooms. Torrence feels that the extra rooms are helpful because he can put a disruptive student in one of the rooms until that student regains control of himself.

Taylor feels that suspended students don't usually affect the classroom environment. Typically, Taylor said, students won't notice that classmates are gone when they are suspended.

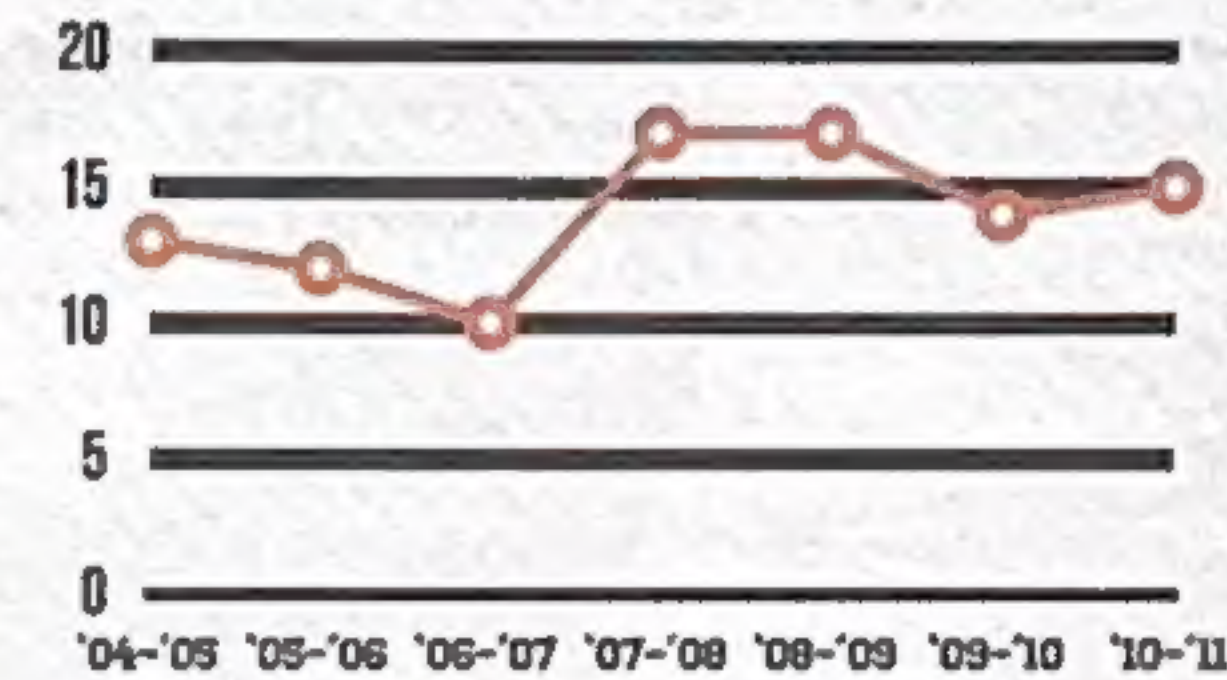


DESIGN BY JOSH JACOBS GRAPHIC ARTIST

TEXT BY ALLIE HARRIS COVER STORY EDITOR

Cover Story editors filed a records request with school district Treasurer Bryan Christman to acquire suspensions records for previous school years. Christman sent a link to the Ohio Department of Education website, where information related to all aspects of schools in Ohio from 2000 to 2011 is available to the public. Christman provided information for the 2011-2012 school year separately because it is not yet in the state database. On the ODE site, disciplinary information is broken down by different characteristics including student gender, grade and race. The information is available for all schools in Ohio.

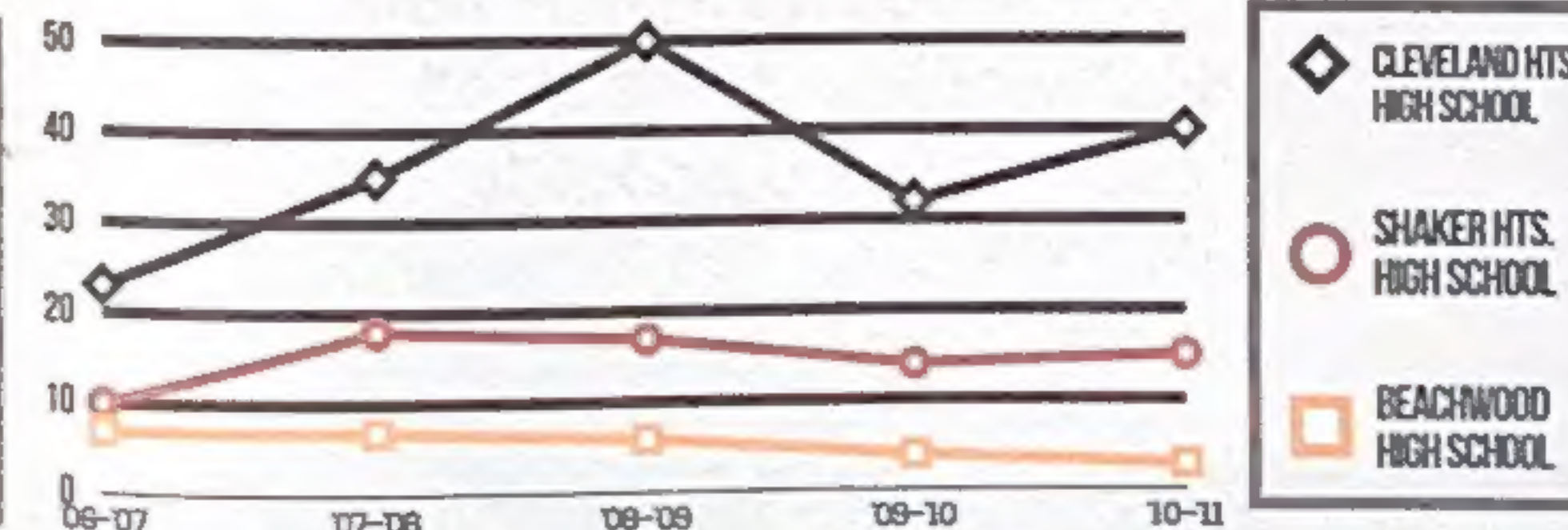
This graph shows the total number of out-of-school suspensions assigned at the high school over the last seven years. The Y-axis numbers represent the number of suspensions for every 100 students at the high school. There was a significant decline during the 2006-2007 school year, when there were 10 suspensions per 100 students. However, the numbers sharply rose in the 2007-2008 school year, when the rate was 17.6 per 100.



These pie charts represent four of the offenses that resulted in out-of-school suspensions two years ago. Schools report offense totals to the ODE, and they are available at the ODE site. The percentages represent what fraction of total suspensions occurred for each offense at the high school. The data is from the 2010-2011 school year.



This graph shows Shaker's suspension record for the past five years compared to Beachwood High School and Cleveland Heights High School. While Beachwood's numbers are consistently lower than those of Shaker, Cleveland Heights' numbers are consistently higher, reaching 50 percent of students during the 2008-2009 school year.



Seeking Alternatives to Missing School

SARAH-JANE LORENZO EDITOR IN CHIEF

Discipline for suspension-level offenses varies as schools try to find alternatives for taking students out of their classes.

An article published in the University of Minnesota's Institute on Community Integration newsletter, "Impact," suggests alternatives such as short courses on topics related to students' misbehavior, supervised community service programs and at-school restitution. The article states that in order to make these alternatives work, schools should consider inaugurating programs that would support problem-solving and good communication within the school community. Examples of such programs include enforcement of school values through character education, positive referral or recognition programs to reward students for behaving well and meditation programs to teach students about non-violent conflict resolution.

Currently, the high school has no alternatives to suspension, and there are no plans to introduce alternative programs any time soon. "These programs are in some ways quality programs if everyone is on board and sees the value of such programs," Assistant Principal Eric Hutchinson said. "Personally, I would be in favor of alternative education options that would allow students to continue to receive direct educational support while teaching the student that their decision-making needs to be better for him or her to remain a part of our school community."

Eric Hutchinson

Barb Davis, assistant principal at Orange High School, said that while she thinks alternatives to suspension would be a good idea, the school doesn't have the resources or the money for them. However, Davis said that the school does offer counseling for students in certain situations. "If students are first-time drug or alcohol abusers, then we will decrease [time suspended] to a lesser amount of time if somebody goes through in-site counseling," she said.

Hutchinson said suspensions are a part of the education cycle. "No one enjoys having to remove students from school, but there are certain times when it is necessary," he said, adding that administrators do their best to make sure each situation is addressed in the best possible way.

Cattle and Horses and Chickens, Oh My!

According to Shaker regulations, or rather lack of regulations, residents can have non-dangerous animals in their homes, as long as they consider their neighbor's opinion

MARCIA BROWN INVESTIGATIONS EDITOR

Why walk the dog when you can milk the cow?

To make some extra money, you may soon be able to take care of cows and chickens when the neighbors are on vacation. Spot the dog, Frisky the cat and Bubbles the goldfish are old news.

In times of uncertainty and doubt; of shrewd politicians and cunning environmentalists; of dripping air conditioners and scorching weather; certain doubts fill our minds and our bellies. We look to farmers to fill our nutritional needs. But there is a catch. There are fewer farmers and more of us -- city dwellers and suburbanites—essentially those who buy food at Giant Eagle.

Urban farming is on the rise across the country, and more non-farmers are grabbing the chicken feed. In backyards and apartment balconies across the United States, vegetables are growing and chickens are laying eggs. Goats are producing dairy goods, and people are happy paying less for these products. This urban experiment is expanding into the suburbs, the Heights are beginning to see the trend. In Shaker it is less evident, if not nonexistent. But it's not impossible or unlawful.

City regulations distinguish pets from other animals with the danger factor an animal could pose to the community. So you could have a pony, but you can't have lions or tigers or bears. Such "wild animals" are considered dangerous and a nuisance.

Zoning laws and health codes are other factors when appealing for the right to keep farm animals in Shaker. If you wanted a pygmy goat, you could keep it in your house, a doghouse or your children's playhouse, but you couldn't keep it in a tool shed—those are regulated. Some fences and types of fencing require permits as well. If it was appealing to you, and the neighbors had no objections, you could, technically, keep a horse in your house.

"In 1912 when Shaker was founded, people obviously had horses—for their carriages and such," said

Law Director William Gruber. "Some properties in Shaker are still large enough. However, most people don't want a horse in their house, but if they did, and the neighbors didn't complain, we couldn't do anything about it."

Science teacher Kenneth Culek was not quick to embrace the possibilities.

"I just have a hard time imagining the situation [of farm animals in Shaker]," Culek said.

And indoor equines?

"I mean, the [excrement] for dogs are bad enough, I can't imagine how bad they would be for horses," Culek said.

One Shaker resident kept chickens in his yard and wanted to build a fence to keep them in and other animals out. The fence was too big, however, so he had to apply for a permit. The Shaker chef was granted the variance.

The city does not regulate chickens, goats and pigs, but if these animals spread and became a problem, city officials will not stand by. "We would have to look into modifying the regulations and nuisance ordinances," Gruber said.

Because chickens are unregulated in Shaker, the city has no record of how many chickens live here, let alone how many are causing problems.

"Unless we get a complaint, it won't be a problem," said Gruber, referencing chickens or goats as Shaker residents. The city knows only of one resident who owns chickens.

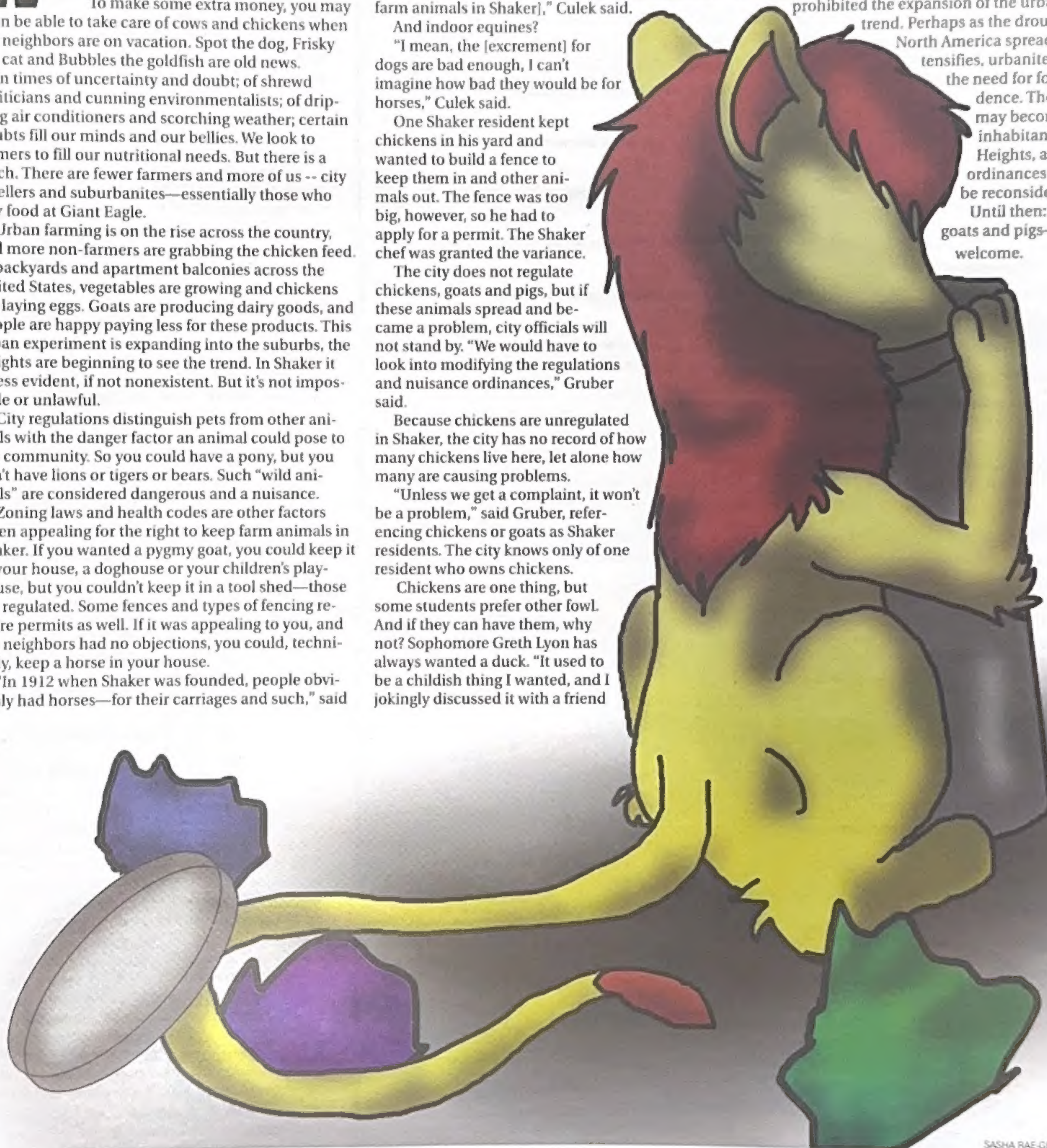
Chickens are one thing, but some students prefer other fowl. And if they can have them, why not? Sophomore Greth Lyon has always wanted a duck. "It used to be a childish thing I wanted, and I jokingly discussed it with a friend

for a while," Lyon stated in a Facebook interview. Now, knowing that duck ownership is a possibility, she considers the policy a positive aspect of Shaker living.

Shaker has always been a unique community. Whether promoting integration or making breakthroughs in education, the city is always pushing the limits. However, as of yet, Shaker hasn't endorsed or prohibited the expansion of the urban farming trend. Perhaps as the drought across

North America spreads and intensifies, urbanites will realize the need for food independence. Then, chickens may become common inhabitants of the Heights, and certain ordinances may have to be reconsidered.

Until then: chickens, goats and pigs—welcome.



Student Scores to Evaluate Teachers

Race to the Top Funds Mandate States Adopt New Approach

ABBY WHITE STAFF REPORTER

Teachers in Chicago recently ended a strike against their district's new teacher evaluation system and its reliance on student performance. Shaker's own teacher evaluation model is undergoing similar revisions due to a new state law and affiliation with a government program called Race to the Top.

After House Bill 153 passed last year, the Ohio Department of Education mandated that 50 percent of teacher evaluations be based on "teacher performance on standards." These standards include learning environment, instruction and professional assessment and growth. The other, more controversial half of evaluations must be determined by student performance, judged by standardized test results. Prior to the change, teachers were evaluated in five categories, including performance and certification.

There is disagreement about the accuracy of test scores' portrayals of student growth. The Washington Post reported in 2011 that scoring errors are continual problems in the complicated system, and many people see standardized testing as a profit-seeking industry above all else. Students are dubious about the emphasis on student performance as well. "[T]he idea looks good on paper, but other factors besides the teacher's ability to teach can affect test scores," said Leah Greggo, a sophomore.

Senior Natasha Anderson agreed, adding, "It may help teachers plan a more focused curriculum, but . . . Shaker has a very worldly curriculum, and I think that is more important than learning to a test. Also, some students may not be good test takers, but are great students and learning the material. Basing a teacher's salary or employment off of standardized tests doesn't seem fair to the teacher."

The revised teacher evaluation system must also take into account Race to the Top, a federal program promoting advances in education across the country. According to a White House press release on Nov. 4, 2009, Race to the Top is designed to be a competition between states, in which schools in states with the most improvement in education are allowed to apply for funding through the \$4.35 billion fund. Schools that receive funding from the program enact the mandated reforms. Shaker, which became a part of the federal program in the past year, will revise its teacher evaluation program accordingly.

Shaker's new evaluation process is being developed by the Teacher Evaluation Team, which last met in 2003, to create Shaker's current evaluation system. The committee com-



Math teacher Joel Rathbone teaches his Honors Algebra II class, comprising sophomores and juniors. Next year, he, like all Ohio public school teachers, will be evaluated in part by his students' performance on state tests.

prises a select group of administrators, teachers and school board members who have had "very positive reactions among each other," said Principal Michael Griffith. He is a member of both the Teacher Evaluation Team and the joint Performance Compensation Committee, which is developing a mentoring program for faculty members.

According to the ODE's website, Ohio's new evaluation model is meant to "provide educators with a richer and more detailed view of their performance, with a focus on specific strengths and opportunities for improvement."

Local teachers and administrators, however, are not so sure. "There are good parts of [the new teacher evaluation process] . . . Certainly pushing teachers towards self-reflection is good," Griffith said. However, he believes that problems could arise if the new law becomes "over-burdensome, [and] people look to cut corners" due to the added responsibilities, especially for administrators.

A New York Times story portrayed the experience of Will Shelton, principal at Blackman Middle School in Murfreesboro, Tenn., which implemented Race to the Top in 2011. Shelton spends hours doing paperwork in his office, and the series of conferences he must have with each teacher takes a minimum of an hour and a half by itself.

Social studies teacher Andrew Glasier, co-facilitator of the Teacher Evaluation Team and the Performance Compensation Committee,

took a more aggressive stance than Griffith. "The new evaluation process that the state is mandat[ing] with student performance will fail," he said. "Every student is different, has different needs, different abilities and the process to figure out his/her performance and link it to a specific teacher is a logistical [nightmare] that drains the coffers of already stressed schools' funding."

These concerns drove Chicago's teachers to the streets. While increased benefits and salaries were among the additional issues of concern, the Chicago Teachers' Union argued that the new teacher evaluation system in particular would be unfair because it does not consider external factors which may impact student performance, according to the Associated Press. A settlement has since been reached, offering compromises on all issues.

Despite similar fears, Glasier is confident that Shaker's teachers are not going to copy their Chicago counterparts any time soon. He "believe[s] the country will see many more teacher strikes in the future. . . . In Shaker, however, we have [a] very educated electorate and school board who understand these policies are foolish for education and have been working with teachers to minimize the damage from them."

Separately, Glasier said, "I think Shaker school[s] will continue to push their students and work to improve education and worry as little as possible [about] politicians who believe they can do our job better."

Top
3

Rock Albums

ALEX RICH/MUSIC
EDITOR

1. The Beatles "Sgt. Pepper's Lonely Hearts Club Band"

This album is a masterpiece, the high point of all the years The Beatles spent in the studio. It is more than just an album; it is a trip into another world, an exploration of music and magic. Full of beautiful, well-written, complex songs, it points to a shift in the music industry.

2. Bob Dylan "Highway 61 Revisited"

Released in 1965, this album marked a transformation in Dylan's style, from the first track, "Like a Rolling Stone," a six-minute trip with talented song writing, to the final 11-minute, "Desolation Row," an all-acoustic masterpiece. The album is a journey through Dylan's mind, one that provided a new vision of the future of music.

3. The Beach Boys "Pet Sounds"

Possibly the California band's most musically ambitious project, "Pet Sounds" broke ground in the music world. Not only did they utilize found sounds including a barking dog, but they also created the idea that an album could be more than a collection of songs. The album's coherence led the way from the sunny territory the Beach Boys usually inhabited to a more mature sound.

"Basing a teacher's salary or employment off of standardized tests doesn't seem fair to the teacher."

NATASHA ANDERSON

Fans Must Give Rookies a Chance

Players need time to adjust from collegiate play to professional sports

It's just one game! Whatever happened to giving guys a chance?

In the Cleveland Browns' first game this season, rookie QB Brandon Weeden played terribly. He threw four interceptions, had a 34 percent completion percentage and a 5.1 passer rating.

Immediately after Weeden's horrific performance, many Browns fans called for Weeden to be replaced by Colt McCoy, the 2011 starter and Weeden's backup. However, the next week against the Cincinnati Bengals, Weeden threw 322 yards and two touchdowns.

This always happens. Every time Cleveland, or any other team, gets a new player, the majority of fans never give him a chance. At the first sight of incompetence, we're on his case. It doesn't matter whether he's a first-round pick or an undrafted free agent; the minute he makes a mistake, we call for his replacement.

Not every rookie is going to be a superstar in his first, second or even third game. It takes time to adjust to the professional level, and all athletes get the jitters the first time they play. Quarterback is the toughest position in football. Sophomore JV QB Adin Leibovich said, "The game kind of depends on you...You're either credited for the win or blamed for the loss."

Before crediting or blaming a quarterback, let him gain experience, even if a few more losses ensue. If teams or fans don't allow it, players will never become the superstars their teams drafted them to be.

Lions QB Matthew Stafford, the top pick in the 2009 NFL draft, threw three interceptions and had a 27.4 passer rating in his first game. Now he's a perennial Pro-Bowler who throws 300 yards and three touchdowns a game.

It's true that now-Broncos QB Peyton Manning threw 26 touchdowns as a rookie, but he also tossed 28 interceptions.

Weeden wasn't the only rookie to falter during week one. Andrew Luck and Ryan Tannehill, number one and eight picks in this year's draft, respectively, each threw three interceptions in their first games.

There's a reason not everyone plays well their first game, or even their entire career. Professional football is tough, and it's a whole different ball game than high school and college. Shaker offensive coordinator Darren Hudson said that rookie quarterbacks have "never seen defenses or speed like that in college." He also said he believes professional football is so much faster because every NFL player was a college star.

That's why we need to be more willing to give guys a chance. Most players are not going to be spectacular, let alone good, in their debut. Yes, there are a few special ones, such as Robert Griffin III or Cam Newton, but there are thousands of other Brandon Weeden's who had a terrible first game.

So calm down, and give Brandon Weeden some time. Stop making the backup quarterback the most popular player in town.



Adin Leibovich



SHANE MCKEON/THE SHAKERITE

Senior Jacob Shick skates down the ice during a game versus Hudson Jan. 7 at Progressive Field. Shaker beat Hudson 4-3 in overtime. Shaker may be playing Hudson a lot more if many of its Red North competitors leave to form their own conference.

No Invitation to Join the New Party

As top private schools head for new league, Raiders are left with diminished competition

ALEX SMITH RAIDERZONE EDITOR

Looks like fewer prep days for Shaker. University School is one of eight powerful hockey programs in Northeast Ohio forming a new conference at the start of the 2013-14 season.

St. Edward, St. Ignatius, Padua, Holy Name, Lake Catholic, Walsh Jesuit and University School are planning on withdrawing from the Red North, a division of the Greater Cleveland High School Hockey League, to form an elite conference.

The number of teams involved in the GCHSHL will drop from 41 to 34, and the status of the Baron Cup would be under question.

Gilmour Academy, now independent in hockey, will also join the newly forming Great Lakes League.

Although the teams joining the GLL at this time are all private, the new conference has not forbidden public schools.

Strongsville was rumored to have been invited to join the league, but Athletic Director Don Readance spoke to the Mustangs' athletic director, who said the rumor was false.

"I think it's bad for high school hockey," senior forward Connor Siwik said. "It is going to further polarize athletics between public and private schools."

According to Readance, Shaker was not invited to join the GLL. In fact, Shaker was never involved

in any meetings about it. Readance said one of prospective GLL team's athletic directors was apologetic about Shaker's exclusion.

Readance feels that the GLL was formed prematurely. He said he is not bitter over the lack of an invitation, but remains unsure of his feelings about being left out. "It was a little odd," Readance said.

Although this change is relieving Shaker of many of their rivalries in the Red North division, the Greater Cleveland High School Hockey League will go on. Shaker played its way back into the Red North last season, and will still face other competition such as Hudson and Rocky River after the conference change.

Readance is happy Shaker hockey is staying under the "umbrella" of the GCHSHL, however, he thinks Shaker should remain in the top division within the conference.

Junior defenseman Max Yauch said he doesn't think the competition will be as good. "We'll have a good record, but we won't be ready for those teams in the playoffs," he said.

One advantage private schools have always had over public schools is their ability to recruit good, young players. Siwik believes this league change will further strengthen that advantage for these private schools, which have won 18 state hockey titles.

"The better younger players that would want to play for Shaker will be dissuaded from doing so," Siwik said.

"They will want to play in the best league and have a shot at winning states and getting better to play for junior teams and colleges."

"I think it's bad for high school hockey."

CONNOR SIWIK

"The goal is to make it down to states; this is one of the years we can do it."
HILARY ANDERSON



Sophomore Kasidy Anderson takes a shot against Magnificat Sept. 24 at Russell H. Rupp stadium. The Raiders beat Magnificat 8-3, raising their record to 7-2-1. Field hockey coach Hilary Anderson said that she expects the team to be state contenders this year.

ANDREW BOYLE/THE SHAKERITE

Field Hockey Hopes to Run Back to State Title

ALEX SMITH RAIDERZONE EDITOR

The field hockey team hopes to speed all the way to Columbus this fall.

Shaker is 7-3-1 going into its last four games, and head coach Hilary Anderson's high expectations are coming true. She is confident of the Raiders' chances.

"The goal is to make it down to states," Coach Anderson said. "This is one of the years we can do it."

Shaker finished 9-5-3 and reached district finals last year. Anderson expected their hard offseason work to pay off, and she hoped they'd be in the position they stand in today.

"We have improved so much from this last year and even from the beginning of the season," Michigan State recruit Kendal Anderson said. "Our strength on the field is defense, but off the field we all love being with each other."

According to Coach Anderson, Shaker's speed creates the biggest threat for opponents and is the focal point of the strategy she employs this year.

The team completed an intense off-season training program that sometimes got them out of bed at 6 a.m. Over the summer, each player followed prescribed workouts detailed in a book. The program required much



Senior Caleb Glaser takes a swing.

Men's Golf Team NOC Lake Division Champions

Moving to the Northeast Ohio Conference has helped the golf team as they have gone undefeated in conference play.

Last year the Shaker men's golf team finished 9-5 and second in the Lake Erie League.

This year, the Raiders have already surpassed last year's links success.

Now in the Northeast Ohio Conference's Lake Division, Shaker won the division and finished 17-2 overall and 10-0 in the NOC. The team finished 10th in the NOC Championship.

The Raiders recorded their lowest

score in four years in a win against Bedford Aug. 17. Many of the players recorded their personal best scores during the season.

"The team played excellent," head coach John Schwartz said. "The record speaks for itself."

Senior Greg Lanese said that he was definitely expecting a lot of success. Shaker returned six players who knew how to play well, Lanese said.

The Raiders were even with or better than all the teams they played. Lanese said, "We knew we could do it."

ARI ROSS RAIDERZONE EDITOR

endurance and conditioning work, including interval training known as Fartlek runs.

Fartlek runs comprise sprints and slow jogs. However, unlike most interval training methods that change pace after specific measured segments, Fartlek training is unstructured and intervals are based on how the body feels.

"This year I feel that we all share team chemistry that many teams we face don't share and I'd say it definitely gives us an edge," senior Alexa Steiber said. "Everything has been working well on and off the field between all of us."

Coach Anderson sees it, too. "The overall team camaraderie has been the best it's ever been," she said.

In Shaker's remaining three games against Cleveland Heights, Western Reserve Academy and Hudson, Coach Anderson expects the team to become more forceful in their attack. Anderson and Steiber both believe the road ahead is promising as the Raiders continue their journey to their goal, making it to the state title game for the first time since 1995.

"I had and still have high expectations," said Kendal Anderson, "and I think we could very easily go to states."



Senior Tia Morrison

ANDREW BOYLE/THE SHAKERITE

Sporks vs. Forks

ARI ROSS

LEO IZEN

Sporks are better than forks. It's a spoon and a fork. You can pick up your pasta and spoon your soup with one utensil. With a fork you can't hold liquids, and those extra long prongs can break or stab you. Using a utensil that's two in one, you're being more economically efficient, too.

Forks are clearly superior to sporks. Sporks have prongs that are just too small to use. Eating with a spork is like swimming in peanut butter. It's impossible. Forks have long enough tongs to pick up any food, not just flatbread or salami. Long live the forks, down with the sporks!



The Meh List

ELANA ROSS
KYRA HORTON

Shorts with tights

The Kardashians

Boy tanks

Adele

Snuggles

Lax Pinnies

"Jersey Shore" cancelled

Snoop Lion

Lyrics Quiz

AMANI HILL, ALEXANDRA HARRIS, MARIEL LUSTIG

How well do you know popular songs? Finish each line of lyrics below to find out!

1. I threw a wish in the well,
2. You've got that
3. If I was your boyfriend
4. We are never ever ever



Answers: 1. Don't ask me, I'll never tell. 2. One thing I'd never let you go. 3. I'd never let you go. 4. Getting back together.

10 Words

Nobody Knows

SASHA RAE-GRANT
Look them up!

1. Abstruse
2. Profundicate
3. Mondegreen
4. Jalap
5. Pannier
6. Confabulation
7. Quibble
8. Dramaturgical
9. Lexicon
10. Agronomist



Ray Durban

Transformation to Teaching

MARCIA BROWN

With charismatic brusqueness yet warmth, math teacher Ray Durban introduced himself to every kid in his math class on the first day of school. Shook hands and everything. A new teacher from East Tech high school in downtown Cleveland, the self-named lifelong learner came to Shaker for its "true diversity of students, skills, abilities and incredible range of opportunities."

Durban ran his own consulting business until age 38. After volunteering in his three kids' classrooms, he became a teacher. "Coming to Shaker was a transforming experience," he said.

This Should Be A Word

SARAH-JANE LORENZO, CARTER PARRY
AND SASHA RAE-GRANT

Leftovore

n. That person at the lunch table who eats all the leftovers

"Are you really going to eat my pizza crusts? You're such a leftovore!"



SASHA RAE-GRANT/THE SHAKERITE



3-Second Reviews

ARI ROSS, SASHA RAE-GRANT

"The Bourne Legacy"



Stupid chase to nowhere.

"Brave"



Lots of hair. And bears.

Raider Rant

SASHA RAE-GRANT

Walk. Please, just, MOVE. I don't care if you want to talk with your friends. I have a test next period! I can't be late! And you, shuffalo in the hall, either move to one side or WALK FASTER. Is the idea of moving faster than half a mile an hour really that hard to understand?

5 Weird Things to Send in the Mail

SARAH-JANE LORENZO

- 1) A coconut.
- 2) A message in a bottle.
- 3) A golf ball.
- 4) A wooden postcard.
- 5) A Frisbee.



Retrotech: Typing on a Flip Phone

ELLA SHLONSKY

Typing on a flip phone may be a challenge if you have never used one before. Luckily, it can be accomplished in a few simple steps. Press the key number that has the first letter you need. Continue pressing until the letter comes on the screen. Continue doing this until all letters have been typed. For two letters on the same key, finish one letter, press the next arrow then repeat. For typing "hey" you would press "4" twice, press "3" twice, and then press "9" three times.



Really Quick Recipe

ELANA ROSS

Pretzels + Melted Chocolate + Sprinkles = Chocolate Covered Pretzels!



Heard in the Halls

"It's gonna be a pelican someday!"

Sept. 27, 3:00 p.m.

"\$15 for a ticket? That's, like, 15 Frosties!"

Sept. 27, 12:00 p.m.

"Someday, when I'm a famous astronaut, you'll be sorry you took my chicken."

Sept. 28, 11:00 a.m.

News to Know

ARI ROSS

Downtown Cleveland is going to be blown up again. Parts of "Captain America: The Winter Soldier," the sequel to "Captain America: The First Avenger," will be filmed in Cleveland in 2013. The Greater Cleveland Film Commission confirmed reports of the filming on Sept. 28. The movie will pick up where "The Avengers," which was also partially filmed in Cleveland, left off. Chris Evans will once again star as Captain America. Evans, and the rest of the cast of Avengers raved about their reception in Cleveland during the filming of Avengers last summer. Movie officials have stated that they would like to film more movies in Cleveland.

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